

WARE SHOALS PRIMARY

15269 Indian Mound Road
Ware Shoals, South Carolina 29692

GRADES PK-3 Elementary School

ENROLLMENT 363 Students

PRINCIPAL Jean Powell 864-861-2261

SUPERINTENDENT Fay S. Sprouse 864-456-7496

BOARD CHAIR Ed Farr 864-456-7496

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	53	3	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Average	Average	Yes

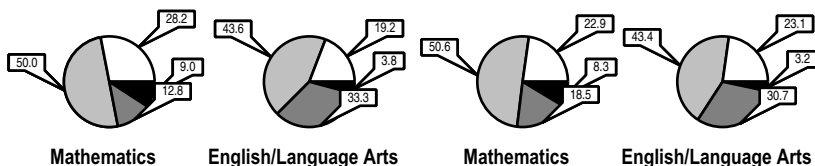
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

7.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	82	100.0	19.2	43.6	33.3	3.8	55.1	Yes	Yes
Gender									
Male	42	100.0	25.0	42.5	27.5	5.0	45.0		
Female	40	100.0	13.2	44.7	39.5	2.6	65.8		
Racial/Ethnic Group									
White	60	100.0	19.6	35.7	39.3	5.4	57.1	Yes	Yes
African-American	22	100.0	18.2	63.6	18.2	0.0	50.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	64	100.0	11.7	43.3	40.0	5.0	63.3		
Disabled	18	100.0	44.4	44.4	11.1	0.0	27.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	82	100.0	19.2	43.6	33.3	3.8	55.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	82	100.0	19.2	43.6	33.3	3.8	55.1		
Socio-Economic Status									
Subsidized meals	48	100.0	23.4	51.1	21.3	4.3	44.7	Yes	Yes
Full-pay meals	33	100.0	12.9	32.3	51.6	3.2	71.0		

Mathematics - State Performance Objective = 15.5%									
All Students	82	100.0	28.2	50.0	12.8	9.0	30.8	Yes	Yes
Gender									
Male	42	100.0	32.5	47.5	12.5	7.5	30.0		
Female	40	100.0	23.7	52.6	13.2	10.5	31.6		
Racial/Ethnic Group									
White	60	100.0	26.8	46.4	14.3	12.5	37.5	Yes	Yes
African-American	22	100.0	31.8	59.1	9.1	0.0	13.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	64	100.0	15.0	56.7	16.7	11.7	38.3		
Disabled	18	100.0	72.2	27.8	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	82	100.0	28.2	50.0	12.8	9.0	30.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	82	100.0	28.2	50.0	12.8	9.0	30.8		
Socio-Economic Status									
Subsidized meals	48	100.0	29.8	53.2	10.6	6.4	25.5	Yes	Yes
Full-pay meals	33	100.0	25.8	45.2	16.1	12.9	38.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	96	97.9	23.8	39.3	33.3	3.6	36.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	18.3	41.5	36.6	3.7	40.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	96	100.0	27.1	50.6	11.8	10.6	22.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	26.8	48.8	14.6	9.8	24.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 363)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.2%	Up from 3.9%	3.2%	2.7%
Attendance rate	96.3%	Up from 91.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%		3.9%	3.5%
Eligible for gifted and talented	3.6%	Up from 3.3%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.7%	Down from 6.5%	9.5%	8.2%
Older than usual for grade	0.8%	Down from 1.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	55.6%	Up from 34.6%	48.6%	51.4%
Continuing contract teachers	92.6%	Down from 96.2%	87.5%	87.5%
Highly qualified teachers**	96.3%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 88.0%	86.5%	86.7%
Teacher attendance rate	93.7%	Up from 92.3%	94.5%	94.9%
Average teacher salary	\$35,773	Up 0.9%	\$40,082	\$40,760
Prof. development days/teacher	7.7 days	Down from 10.5 days	13.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.8 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 82.4%	89.2%	90.0%
Dollars spent per pupil*	\$6,896	Up 2.5%	\$5,858	\$6,044
Percent of expenditures for teacher salaries*	58.4%	Down from 59.9%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Ware Shoals Primary School is to provide stimulating educational opportunities in a nurturing environment and to encourage successful, responsible, and productive citizenship. Our work this year has served to advance our mission and to make progress on our 5-year school renewal plan. Highlights from this year include:

Academic Excellence: We challenged our students academically through enrichment programs such as Accelerated Reader, 100 Books Club, and many more. Teachers provided instruction that was multi-level, thereby addressing the needs of all students. Regular assessments enabled teachers to identify students' strengths and weaknesses and to make instructional decisions. Students participated in field trips throughout the year at every grade.

Parent and Community Involvement: Strong community and parent involvement shows support for our mission. Our school benefits from the support of an exemplary PTO and SIC, volunteers and mentors, dedicated personnel and active business partners. HOSTS (Help One Student To Succeed) is still a big success with the help of over 70 mentors from the community.

Character Education: The entire school is participating in the Core Essentials Program, which teach tolerance, respect, problem solving, and citizenship. Awards are given, based on demonstrated citizenship.

Technology: All students in 1st through 3rd grades worked daily in the computer lab on Math and Reading. Teachers in our school use computers in the classroom as a tool for instruction and planning. Each classroom is equipped with Internet access for instructional purposes.

Staff development has concentrated on the implementation of research-based best practices in all curriculum areas and vertical teaming to ensure a continuum of instruction. Dedicated faculty and staff provide a safe, student-centered learning environment that produce knowledgeable and successful adults in an ever-changing and technological society.

At WSP, we will continue to offer our students a rigorous curriculum, the best teaching practices, increased parental involvement, and the best quality personnel in all our positions. We continue to be excited about the possibilities. We invite our stakeholders to be a willing partner in the process and do what is in the best interests of the children we love and serve.

Greg Tanner, Ed.D.
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	72	38
Percent satisfied with learning environment	100.0%	87.5%	86.8%
Percent satisfied with social and physical environment	100.0%	86.1%	94.6%
Percent satisfied with home-school relations	92.6%	87.5%	78.4%

*Only students at the highest elementary school grade level at this school and their parents were included.